

Windham School District



Grade 2

Physical Education/Human Performance Curriculum

Approved by the Windham School Board on 4/6/2021

WINDHAM SCHOOL DISTRICT

K - 12 Physical Education/Human Performance Curriculum

TEAM

Lauri Putnam	GBS	Stephen Sierpina	WHS Principal
Ryan Bartlett	GBS	Michael McCaffrey	WHS, Director of Athletics
Joni Matthews	WCS	Susan Veilleux	WHS, Director of Fine Arts
Zachary Weilbrenner	WCS	Dr. Kori Alice Becht	Assistant Superintendent of Schools
Sarah Yandow	WMS		
Mark Cherbonneau	WMS		
Helen Noel	WMS		
Jack Byrne	WHS		
Todd Steffanides	WHS		
Anne Haky	WHS		
Brian Fillion	WHS		
Jill Bartlett	WHS		

WINDHAM SCHOOL DISTRICT

Physical Education/Human Performance Philosophy Grades K - 12

The Physical Education district staff collectively recognizes the importance of balancing all the needs that our students present, at each stage of development, and as they progress through those stages. The physical education staff is dedicated to providing skills, knowledge and attitudes that will help them attain optimal physical fitness and wellness. In addition to the importance of cognitive learning objectives, the experience of being physically active is imperative for students' daily needs and to establish the intrinsic appreciation for a life long, active, and healthy lifestyle.

Mission Statement: To empower and educate students to engage in a healthy and active lifestyle.

The progression of Physical Education Taxonomy (similar to Bloom's Taxonomy) is as follows:

GBS	Students move to succeed
GBS/WCS	Students move to succeed Students begin to understand why
GBS/WCS/WMS	Students move to succeed Students begin to understand why Students plan and reflect on understanding and success
GBS/WCS/WMS/WHS	Students move to succeed Students begin to understand why Students plan and reflect on understanding and success Students use their experience for independent application in their lives

Health is offered as a class in grades 6-8. We teach health as an embedded unit in grade 5. For further information on health topics taught in grades 6-8, please reference the Windham School District Health Curriculum.

Title of Curriculum: Grade 2 Physical Education

Unit Name	What	Why	How
Spatial Awareness /Safety	● Personal and group safety and awareness in space ● Respect yourself, respect others, equipment and environment	● Being able to move and play in a safe, friendly environment	● Games and activities
Locomotor	● Skipping, Hopping, Jumping, Galloping, Sliding ● Pathways, Levels	● Being able to move in a variety of ways.	● Games and activities
Throwing	● Students will be able to use proper underhand and overhand throwing technique	● Being able to participate in a variety of games to maintain a healthy, enjoyable lifestyle	● Games and activities
Nutrition	● Students will know that healthy foods are beneficial for well being ● Students will know that there are 5 basic food groups and the benefits of each group	● To maintain a healthy lifestyle ● To help them make good food choices ● To distinguish between healthy options and treats	● Stories and activities
Short and Long Implements/ Striking	● Holding a short/long implement properly ● Striking with a short /long implement ● Introducing offense and defense	● To properly hold a paddle, racket or stick while playing a variety of games ● To learn rules of a game ● To introduce offense and defense in order to play a variety of games	● Games and activities
Gymnastics	● Students will be able to complete balancing, flexibility, weight bearing, manipulative, body awareness, and locomotor activities individually and with a partner	● To improve and understand strength, flexibility and balance are essential for overall good health	● A variety of stations and activities
Dribbling/Shooting	● Dribbling a variety of balls with proper technique	● To be able to participate in dribbling and shooting games to enhance physical activity	● Games and activities

	● Shooting at various targets and heights with proper technique		
Playground games	● 4 Squares ● Foxtails ● Jump the River ● Crossway	● Engage in a physically active lifestyle ● To work cooperatively ● To socialize in acceptable ways ● Understand rules and sportsmanship	● Games & activities
Jump Rope	● Jumping single ropes ● Jumping long ropes ● Jump a variety of objects ● Swinging properly	● Engage in a physically active lifestyle ● To work cooperatively ● To socialize in acceptable ways	● Games & activities
Track and Field	● Running events ● Throwing events ● Jumping events	● To understand movement concepts, principles, strategies and tactics	● Movement activities

Windham School District Curriculum

Content Topic: Motor Skills & Movement Patterns K-5

Stage 1 Desired Results

ESTABLISHED GOALS:	<i>Transfer</i>	
Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Content Standards: ● S1.E1-6 Locomotion ● S1.E7-12 Non Locomotor skills ● S1.E13-27 Manipulative	Students will demonstrate competency in fundamental motor skills and selected combinations of skills, while participating in a variety of daily activities.	
	<i>Meaning</i>	
	ENDURING UNDERSTANDINGS Students will understand: ● Bodies occupy space and are capable of moving safely. ● They are able to move in a variety of ways. ● How to manipulate a variety of objects with a variety of implements.	ESSENTIAL QUESTIONS ● Why is self space important? ● What are some different ways in which you can move? ● What types of games involve throwing, catching, striking or kicking? ● Why is it important to enhance your strength, flexibility and balance?
	<i>Acquisition</i>	
	● Students will know how to hop, jump, skip, gallop, slide, jog, run, while maintaining balance. ● Students will know how to transfer weight, stretch, and twist and bend. ● Students will know how to throw underhand, throw overhand, catch, dribble, pass and receive with feet, kick, strike with a short and long implement.	
<i>Used in Content Area Standards</i>		<i>21st Century Skills</i>
<i>not applicable</i>		● Creativity ● Collaboration ● Critical Thinking

	• Social Skills • Technology
--	---

Stage 2 - Evidence	
Evaluative Criteria	Assessment Evidence
	ASSESSMENTS: Teacher Observation, Check-Ins
	OTHER EVIDENCE:

Windham School District Curriculum

Content Topic: Concepts & Strategies K-5

Stage 1 Desired Results

ESTABLISHED GOALS: Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. Content Standards: • Movement Concepts S2.E1-5	<i>Transfer</i>	
	Students will be able to apply knowledge of concepts, principles, strategies and tactics related to movement and performance in a variety of daily activities.	
	<i>Meaning</i>	
	ENDURING UNDERSTANDINGS Students will understand: • how to safely move through space • pathways, shapes and levels • speed, direction and force • strategies and tactics	ESSENTIAL QUESTIONS • Why is it important to know where your body is in space? • Why is it important to be able to move your body in a variety of ways? • Why is it important to know a variety of strategies and tactics?
	<i>Acquisition</i>	
	<i>Students will know...</i> • the difference between forward and backwards, near and far • when to use different pathways, shapes and levels • when to apply different speeds and force • when to apply strategies and tactics	
<i>Used in Content Area Standards</i>		<i>21st Century Skills</i>
		• Creativity • Collaboration • Critical Thinking • Social Skills

Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	ASSESSMENT: • teacher observation

	• peer feedback • quick check-ins
	OTHER EVIDENCE:

Windham School District Curriculum

Content Topic: Health & Fitness K-5

Stage 1 Desired Results

ESTABLISHED GOALS: Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. Content Standards: • S3.E1 Physical Activity Knowledge • S3.E2 Engages in Physical Activity • S3.E3-5 Fitness Knowledge • S3.E6 Nutrition	Transfer	
	Students will be able to demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness in all aspects of life.	
	Meaning	
	ENDURING UNDERSTANDINGS <i>Students will understand that...</i> • being physically active is a lifelong goal • being physically active enhances lifelong health and well being • there are 5 basic food groups each with different benefits	ESSENTIAL QUESTIONS • What are the benefits of physical activity? • What are some physical activities that you enjoy and are able to participate in whether formally or informally? • Why is it important to make healthy food choices?
	Acquisition	
	<i>Students will know...</i> • the benefits of an active lifestyle • a variety of opportunities to engage in movement activities • the proper techniques for warming up and cooling down the body before and after activity • the different parts of the body and function • the benefits of healthy eating	
Used in Content Area Standards		21st Century Skills
<i>not applicable</i>		• Communication • Information literacy • Initiative • Flexibility

Stage 2 - Evidence

Evaluative Criteria	Assessment Evidence
	ASSESSMENT:

	• teacher observation • peer feedback • quick check-ins
	OTHER EVIDENCE:

Windham School District Curriculum

Content Topic: Personal & Social Behavior K-5

Stage 1 Desired Results

ESTABLISHED GOALS: Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others. Content Standards: • S4.E1-2 Personal Responsibility • S4.E3 Accepting Feedback • S4.E4 Working with Others • S4.E5 Rules and Etiquette • S4.E6 Safety	<i>Transfer</i>	
	During physical activities, students will be able to exhibit responsible personal and social behavior that respects self and others.	
	<i>Meaning</i>	
	ENDURING UNDERSTANDINGS <i>Students will understand that...</i> • following directions and rules creates a productive and safe environment • accepting feedback enhances personal growth • working as a group requires cooperation and collaboration to achieve a common goal	ESSENTIAL QUESTIONS • Why is it important to have rules and directions for games? • Why is it important to receive feedback? • How can you involve others in play?
	<i>Acquisition</i>	
	<i>Students will know...</i> • the rules and etiquette to a variety of games • that rules and directions are in place to create a safe playing environment • how to accept, recognize and actively involve others of different skill levels	
<i>Used in Content Area Standards</i>		<i>21st Century Skills</i>
<i>not applicable</i>		• Cooperation • Communication • Leadership • Flexibility • Productivity • Social Skills

Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
----------------------------	----------------------------

	ASSESSMENT: • teacher observation • peer feedback • quick check-ins
	OTHER EVIDENCE:

Windham School District Curriculum

Content Topic: Lifelong Physical Activity K-5

Stage 1 Desired Results

ESTABLISHED GOALS: Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction. Content Standards: ● S5.E1 Health ● S5.E2 Challenge ● S5.E3 Self Expression and Enjoyment ● S5.E4 Social Interaction	Transfer	
	Students will be able to recognize the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction in a variety of daily activities.	
	Meaning	
	ENDURING UNDERSTANDINGS <i>Students will understand that...</i> ● Being physically active results in a healthier, more enjoyable lifestyle ● Individuals can participate in similar activities at different levels in order to challenge themselves ● Positive social interaction enhances overall well being	ESSENTIAL QUESTIONS ● How do you respectfully interact with others within a physical environment? ● How does being physically active affect personal health and self-expression? ● What strategies are needed when facing a challenge?
	Acquisition	
	<i>Students will know...</i> ● How to relate physical activity to personal health ● How to recognize, develop strategies and make decisions when faced with challenges. ● How moving can be used for self-expression and enjoyment ● How to demonstrate respect for self and others when interacting socially.	
Used in Content Area Standards		21st Century Skills
<i>not applicable</i>		● Leadership ● Flexibility ● Social Skills

	• Communication • Collaboration • Critical Thinking
--	---

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	ASSESSMENT: • teacher observation • peer feedback • quick check-ins
	OTHER EVIDENCE: